DOCUMENT RESUME

ED 264 071 RC 015 549

TITLE	Interstate Migrant Secondary Services Program, 1984-1985. Performance Report.
INSTITUTION	State Univ. of New York, Oneonta. Coll. at Oneonta.
SPONS AGENCY	Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE	Oct 85
NOTE	22p.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Access to Education; Agency Cooperation; Curriculum Development; Dropout Prevention; *Educational Cooperation; *Educational Improvement; *Interstate Programs; Migrant Education; *Migrant Programs; *Program Effectiveness; Program Evaluation; School Districts; Secondary Education; State Departments of Education; Student Needs; Student Records; *Technical Assistance; Transfer Policy
IDENTIFIERS	*Interstate Migrant Secondary Services Program

ABSTRACT

For the 1984-85 funding cycle the Interstate Migrant Secondary Services Program established and successfully met 10 objectives related to 3 major goals: (1) assist local and state education agencies (LEA's and SEA's) to improve migrant students' access to junior and senior high school services in the areas of instructional opportunities, credit accumulation, program continuity, counseling, and support services; (2) serve as advocates for migrant junior and senior high school students; and (3) enhance the national communication network among LEA's and SEA's in areas affecting education for migrant secondary students. Outstanding features of the year's work included improvements to the Migrant Student Record Transfer System reporting form for secondary students, reductions in program costs, and curriculum development projects that made migrant secondary summer school programs more responsive to students' academic needs, and provided technical support to four states using the Portable Assisted Study Sequence--an alternative credit completion program. Other activites were: the publication of a newsletter distributed to over 1,600 educators in 50 states; technical assistance and training for SEA and LEA personnel in 19 states; on-site contacts with 53 SEA/LEA's; and presentation of 20 training sessions and workshops. (JHZ)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

DEC 1985
RECEIVED
ERIC/CRESS

ED264071

PERFORMANCE REPORT

Chapter 1, ECIA, Section 554(A), Migrant Education

Interstate Migrant Secondary Services Program

1984-1985

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Robert Levy

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

State University College at Oneonta
Oneonta, New York 13820

October 1985

RC015549

Table of Contents

I. Introduction 1

II. Plan of Operation 2

III. Review of Goals, Objectives, and Activities . . . 4

IV. Interstate Participation 13

V. Project Features 14

- Curriculum Development 14
- Technological Innovation 16
- Cost/Time Reduction 15
- Social/Community Involvement 16

VI. Conclusion 17

Appendix A

I. INTRODUCTION

Since its beginning in September 1981, the IMSSP has worked to develop networks of communication across the country. Direct contacts between school and migrant program personnel from sending and receiving states have been made possible. A manual of existing alternative programs has been written and has been distributed nationwide. A uniform method of course and credit informaiton transfer has been developed and has been adopted by many states. IMSSP staff has conducted numerous on-site awareness and training sessions throughout the country. Audiences have included school district personnel, migrant program staff, and regional and state level educators. Their levels of awareness have been raised to the problems confronting migrant students and to many of the available solutions. New programs have been created, based on information and options presented by the IMSSP staff. However, these accomplishments cannot yet stand alone; continued advocacy, training, and communication are still vital to the ultimate success of these efforts on behalf of migrant secondary students.

A renewed and more recent focus on quality in education resulted from the National Commission on Excellence in Education's report, "A Naton at Risk: The Imperative for Educational Reform" (Spring 1983). Although educators recognize that dropout prevention must begin before high school, the current dropout rate among junior and senior high school age migrants requires specific and direct attention.

Activities proposed for the IMSSP in 1984-85 were designed to serve as models of viable alternative programming for migrant junior and senior high school students. The channels of communication which the IMSSP intended to open and to expand between SEA's and LEA's would enable them then to continue these activities in the aftermath of IMSSP leadership and support.

II. PROGRAM GOALS AND OBJECTIVES

Input from migrant educators in the consortium states, priorities recommended by the NASDME MSRTS, Evaluation, and Secondary Committees, and communications from other interested educators nationwide shaped the development of the goals and objectives for the Interstate Migrant Secondary Services Program:

GOAL A: Assistance to local and state education agencies in the development and implementation of processes that improve migant students' access to public/private junior and senior high school services in the following areas: instructional opportunities, credit accumulation, program continuity, counseling and support services.

Objective 1: To design and to improve programs for migrant junior and senior high school age students.

Objective 2: To identify and to work to remove obstacles hindering high school graduation for migrant students.

Objective 3: To encourage LEA's and SEA's to support and to utilize the Migrant Student Record Transfer System (MSRTS) as a national enrollment and record transfer system for migrant students.

Objective 4: To determine the reasons why migrant students stay in or drop out of school, the numbers of such students affected, and migration patterns.

GOAL B: Advocacy for and on behalf of migrant junior and senior high school students' problems, issues, and concerns with parents, LEA's, SEA's, decision-makers, and policy-makers.

Objective 5: To advocate for migrant program awareness, support, development and continuity among decision-makers and policy-makers at local, state, regional and national levels.

Objective 6: To encourage parent and student involvement in issues affecting migrant junior and senior high school age migrants.

Objective 7: To contact national and state organizations and to urge the adoption of resolutions supportive of migrant students' concerns.

GOAL C: Enhancement of a national communication network among SEA's and LEA's, designed to share information in areas affecting education for migrant junior and senior high school age students.

Objective 8: To encourage the exchange of curriculum information between local school districts.

Objective 9: To identify exemplary and alternative education programs for migrant students and to disseminate this information.

Objective 10: To support the continuing development of the Migrant Student Record Transfer System (MSRTS) as a system responsive to the needs of migrant junior and senior high school level students.

III.
REVIEW OF PROJECT OBJECTIVES AND SPECIFIC ACTIVITIES DESIGNED TO MEET OBJECTIVES

GOAL A: Assistance to local and state education agencies in the development and implementation of processes that improve migrant students' access to public/private junior and senior high school services in the following areas: instructional opportunities, credit accumulation, program continuity, counseling, and support services.

Objective 1: To design and to improve programs for migrant junior and senior high school age students.

Over 1,600 copies of each of three issues of the newsletter were disseminated. Topics included peer tutoring, cooperative interstate programming (IMSSP/MDYP in Florida), HEP, grade retention research, national graduation requirement information, migrant education secondary program checklist, summer student leadership conferences in New York and Georgia, the Texas summer exchange program, California's MENTE program, Florida educator visitations, NASDME Secondary Committee assignments, observation from an Indiana secondary program, junior high dropout prevention forums and workshops, review of Texas Education Reform Bill, Florida secondary advisors meeting, adoption and expansion of the PASS program in Wisconsin, a checklist to insure that seniors become graduates, summer program directory information, piloting of junior high transfer forum, local project checklist for self-evaluation, and available IMSSP publications.

The newsletter was disseminated to state directors of migrant education as well as local site directors and educators in all states.

Technical assistance and training were provided for SEA and LEA personnel for the states of New York, New Jersey, Pennsylvania, Georgia, Florida, Kansas, Ohio, Indiana, Wisconsin, Minnesota, Illinois, Texas, Montana, Idaho, Colorado, Arizona, Washington, Oregon, and California.

Training sessions were conducted, arranged and facilitated by IMSSP staff members, consultants, and educators from states cooperating with the project:

October '84	Washington, D. C.	April '85	Irving, CA Cherry Hill, NJ Atlanta, GA Sacramento, CA
November '84	Fresno, CA Los Angeles, CA Brownsville, TX	May '85	Wichita, KS Gainesville, GA Dillon, CO Yuma, AZ Blythe, CA Oneonta, NY
December '84	Yuma, AZ Salem, OR	June '85	Irving, CA
January '85	Edinburg, TX Phoenix, AZ Cortland, NY	July '85	Florida, NY
February '85	Yuma, AZ Syracuse, NY Winter Haven, FL Eagle Pass, TX Edinburg, TX	August '85	Gainesville, GA

Trainees were available for all requested training sessions. Written materials were provided for supplemental purposes and for persons unable to attend. Materials included:

- A Directory of Scholarships and Financial Assistance Programs Available to Migrant High School Graduates
- Annual Report 1984-85 Interstate Migrant Secondary Services Program. Summarizes, goals, activities, and accomplishments of the project.
- Junior High Migrant Student Services: A Compendium. Provides an analysis of problems facing junior high school migrant students as a result of workshops and field research. Strategies to encourage attendance and graduate are also presented.
- Florida Directory of Area and District Migrant Administrators, Superintendents, Principals, and Counselors (1985).
- Directory of Migrant Education Secondary School Programs in California (1984).
- Enrollment Forms and Secondary Credit Exchange Forms.
- Steps to Success, High School Student Information Booklet. A Brochure with check off lists for students to use whenever they leave or enter a school. (Available in Spanish and English)

- Educational Options for Florida Migrant Students.
- 1985 Directory of Secondary Summer Migrant Programs.
- High School Equivalency Program and College Assistance Migrant Programs. Program Descriptions and Directory (1985-86).
- Analysis of HEP Survey Results. Assesses reasons students gave for leaving school and discusses implications for migrant educators.

Visitations were arranged to Texas to examine updated use of MSRTS for enrollment of junior and senior high migrant students, to consider implications of Texas HB 72 (graduation requirements), and to study alternatives to discourage students from dropping out. Five of the thirteen participants were LEA level educators. Six LEA educators from California visited Yuma, Arizona's migrant programs and met with administrators, students and parents.

Objective 2: To identify and to work to remove the obstacles hindering high school graduation for migrant students.

IMSSP has identified several obstacles which hinder high school graduation for migrant students. Included are restricted access to academic, vocational, and extracurricular activities; problems with credit acceptance, transfer, and accrual enabling migrant students to graduate from their homebase high schools; lack of communication among local school administrators who share migrant students; lack of support from migrant parents; and problems with centralized information sources such as graduation/competency requirements, alternative education programs, dropout research, mobility patterns, and enrollment profiles.

IMSSP initiated several activities to remove the obstacles identified above. The IMSSP newsletter, program manual, visitations, workshops, and interagency cooperation provided a multi-level response to all problems listed.

Newsletter articles promoted alternative education programs including peer tutoring, the High School Equivalency Program, summer student leadership conferences in Georgia and New York, MENTE, and P.A.S.S. Other articles provided migrant education secondary checklists, observations from secondary migrant teachers, and cooperative interstate planning.

Relevant pages of the previously published IMSSP Program Manual were copied and distributed in response to requests for information about specific kinds of programs and services.

Visitations were arranged to specific LEA sites in Arizona, Florida, New York and Texas. Participants represented programs in Arizona, California, Florida, Idaho, Illinois, Indiana, Michigan, Minnesota, Montana, New York, Ohio, Oregon, Texas, Washington, and Wisconsin.

Cooperative interagency relationships were established or continued with the Migrant Student Record Transfer System, Migrant Dropout Youth Project, High School Equivalency Program (HEP), College Assistance Migrant Program (CAMP), Title I Chapter I Parents, the New York State Congress of Parents and Teachers, the National PTA, and the Education Commission of the States.

Objective 3: To encourage LEA's and SEA's to support and to utilize the Migrant Student Record Transfer System (MSRTS) as a national enrollment and record transfer system for migrant students.

In order to prescribe the most effective programs for migrant secondary students, enrollment, credit accrual and transfer information must be recorded in a timely fashion.

The rationale and the use of the secondary section of the MSRTS was incorporated in workshops and training sessions conducted in twelve states at twenty sites and reached nine-hundred or more participants.

Objective 4: To determine the reasons why migrant students stay in or drop out of school, the numbers of such students affected, and migration patterns.

The IMSSP reviewed studies, organized research, initiated an analysis of increased graduation requirements, participated with NASDME Secondary and Evaluation Committees, and disseminated information via correspondence, workshops, telephone, and the newsletter.

Appendix A is a bibliography which includes materials published in the areas of student retention, dropout statistics, and the cause/effect of successful graduates. The IMSSP also produced a report which focused on interviews with several hundred junior high school migrant students, their parents and teachers.

The National HEP/CAMP Association and the IMSSP developed a survey which was completed by more than one-thousand HEP students. The results are currently being entered into a computer for analysis. HEP was used because all participants share in common the experience of being a school dropout and having come from migrant or seasonal farmworker families.

Analyses of A Nation at Risk and of specific increased graduation requirements at state and local levels imply that migrant students will experience increased barriers to graduation and may be expected to drop out at an increasing rate. Increased competency and course completion requirements without a corresponding increase in services for disadvantaged youth signals a certain increase in the number of migrant students who can be expected to leave school without a diploma.

To better respond to the problems of migrant secondary students, the IMSSP coordinator was appointed to the NASDME Secondary Committee. To date, all requests of the committee have been fulfilled.

Field research conducted with junior high school migrant students, their parents, and their teachers produced reasons why migrant students begin to consider withdrawing from school and also suggestions for ways in which schools can keep students in school.

Numerous articles in the project's newsletter disseminated this information to over 1,600 people.

GOAL B: Advocacy for and on behalf of migrant junior and senior high school students' problems, issues, and concerns with parents, LEA's, SEA's, decision-makers and policy-makers.

Objective 5: To advocate for migrant program awareness, support, development, and continuity among decision-makers and policy-makers at local, state, regional, and national levels.

Personnel changes among decision-makers and policy-makers and reinforcement for those who have not changed require continuing advocacy for migrant program awareness, support, development and continuity.

The project has provided information to the ECS as requested. The IMSSP coordinator is a member of the NASDME Secondary Committee. The IMSSP Advisory Committee has been apprised through the newsletter, phone and meetings.

Program administrators from nine states visited Texas junior high schools to discuss dropout prevention strategies. Six California educators met with their Arizona counterparts. Texas educators visited summer school secondary programs in New York. A New York program director visited several Florida schools to arrange reciprocal agreements for the use of the P.A.S.S. curriculum.

The states of Washington, Oregon, California, Idaho, Montana, Colorado, Minnesota, Wisconsin, Illinois, Michigan, Indiana, Ohio, New York, and Florida sent more than 30 persons to visits in the homebase states of Arizona, California, Florida and Texas. The participants were required to provide training in their home states. Most reported a positive outcome to the project.

Objective 6: To encourage parent and student involvement in issues affecting migrant junior and senior high school age migrants.

Migrant students and their parents need to be more aware of the educational options available, the benefits to be derived from participation, and the limitations and restrictions which face students who do not obtain a high school diploma.

Parent Advisory Committee representatives at state and local levels were identified, and they participated in project presentations at the National Migrant Education

Conference in Georgia; state conferences in Texas, Colorado, Kansas, California, New York, New Jersey and Pennsylvania; and regional conferences in Arizona, Oregon, Washington, and Florida. The project addressed the National Coalition of Title I/Chapter I Parents with a program which dealt with school completion and dropout prevention.

Parents and students were solicited for their concerns during the 1983-84 field research on junior high migrant student issues. The solicitation continued with parent and student contacts in southwestern Arizona.

The IMSSP produced and disseminated a bilingual brochure (English and Spanish), "Steps to Success/Pasos al Exito." The brochure provides a checklist of activities for migrant students and their parents to complete when they move from one area to another.

More than sixty PAC's are included in the newsletter mailing list. The newsletter included parental involvement in several articles concerned with student dropout prevention. However, no articles were devoted exclusively to parental involvement.

Objective 7: To contact national and state organizations and to urge the adoption of resolutions supportive of migrant students' concerns.

A state or local education department's decision to apply for federal support for supplemental programs for migrant students is voluntary. Therefore, the unique barriers to graduation faced by migrant students must constantly be brought to the attention of decision makers through the adoption of supportive resolutions.

Each of the more than twenty training sessions and workshops provided by the IMSSP included information regarding supportive resolutions. The newsletter also included resolution information.

GOAL C: Enhancement of a national communication network among SEA's and LEA's, designed to share information in areas affecting education for migrant junior and senior high school age students.

Objective 8: To encourage the exchange of curriculum information between local school districts.

Compatibility and continuity of curriculum (scope, sequence, materials, texts, etc.) is essential for interstate and intrastate secondary migrant students as they change and/or return to schools during the academic year.

During 1984-85, the project advocated use of the MSRTS secondary reporting form for both enrollment and credit accrual. Staff members promoted MSRTS, reviewed its benefits and urged states and LEA's to record data promptly so that the information would be available to receiving states and LEA's in a timely fashion. Each of the more than twenty workshops presented throughout the country included the MSRTS Credit Exchange process. More than 350 persons attended these workshops.

On-site contacts with forty-five districts were made in the states of Arizona, California, Florida, Georgia, New York and Texas.

The project produced and disseminated directories of California and Florida key personnel. The project assisted the Texas Migrant Interstate Program with production and disseminaton of its direction. In addition, the project produced updated directories of HEP/CAMP programs and of migrant summer secondary programs in seventeen states. Directories were distributed to all state directors of migrant education and to migrant program administrators and resource centers.

Objective 9: To identify exemplary and alternative education programs for migrant students and to disseminate this informaton.

On-site contacts with forty-five LEA districts in Arizona, California, Florida, Georgia, New York and Texas were made. In addition. on-site contacts occurred with SEA's in Oregon and Washington, as well as the previously listed states. A total of fifty-three SEA/LEA's were contacted on-site.

The project reviewed various publications including MEMO, state migrant newsletters, and the resources of ERIC/CRESS. Exemplary and alternative education program information was disseminated at all workshops as well as through the newsletter. Specific alternative education programs reviewed in the newsletter included HEP and P.A.S.S.

Objective 10: To support the continuing development of the Migrant Student Record Transfer System (MSRTS) as a system responsive to the needs of migrant junior and senior high students.

Specific functions of the MSRTS including enrollment, graduation requirements, recommended courses, and credit accrual were included in workshops, contacts (on-site and telephone), newsletter articles, and conferences provided by the project. In addition, data entry and transfer, both in a timely fashion, were advocated in order to meet student needs.

Input from school/migrant program personnel/practitioners was provided to the NASDME MSRTS Committee. The committee recommended the addition of a "recommended courses" section to further promote accurate enrollment of migrant secondary students as they transfer from one school to another. In addition, the committee will receive recommendations for further modifications which will accommodate unique needs of junoir high/middle school migrant students.

IV.

INTERSTATE PARTICIPATION IN PROJECT PLANNING, OPERATION AND EVALUATION

The IMSSP made extensive use of a seventeen state advisory committee. The committee did not meet during the project period. This decision was based on several factors, including financial restrictions. Instead, committee members were involved in planning, implementing and evaluating the project via telephone contacts and correspondence.

All state representatives and the advisory committee were contacted regarding project activities, urged to assist with planning, participation and evaluation. Phone calls and correspondence were logged. Visits to and by LEA personnel were accomplished only after committee members had assisted with planning and agreed to provide follow up evaluation.

V.

PROJECT FEATURES

Unusual or exemplary project features including benefits accrued:

- outstanding curriculum by LEA's and SEA's
- technological innovation
- reductions in cost or time
- extraordinary social and community involvement

Outstanding Curriculum Development:

The IMSSP publication, Junior High Migrant Services, A Compendium, represents responses from SEA's and LEA's who shared their programs and strategies. Copies of the publication continue to be requested even after the project ended.

P.A.S.S. (Portable Assisted Study Sequence) was initiated in California through IMSSP technical assistance and support the states of Arizona, New York and Wisconsin who have adapted their curriculum to the P.A.S.S. concept. Local school districts in both states are sponsoring the program, a highly successful alternative credit completion program for mobile students.

Based on information disseminated by IMSSP, many receiving state migrant secondary summer school programs have changed their emphasis to meet the credit completion and remediation in the language arts and math priorities expressed by homebase high schools. Accordingly, summer secondary programs are increasingly relevant to the needs of migrant students.

Technological Innovation:

The MSRTS student record has added provisions for indicating recommended course(s) and is considering adding subject/course information for junior high students. This innovation resulted from needs surveys provided by IMSSP and liaison between IMSSP and NASDME Secondary and MSRTS Committees.

Surveys of HEP students are being analyzed by the SUNY Oneonta data processing department. This no-cost service, when completed, will provide an in-depth series of statements regarding migrant students who failed to complete high school.

Reduction in Cost or Time

Advisory committee members accomplished their responsibilities using phone, correspondence and face-to-face meetings in conjunction with other conferences or at the IMSSP program activities. No travel expense was required for continued planning of program direction. This was possible because the program was in its fourth year and the activities and direction for the year had been planned during the preceding year.

The newsletter was bulk mailed, providing the most cost effective method for disseminating secondary program information to 1,600 SEA and LEA projects. Requests for reports, studies, and directories reviewed in the newsletter have numbered several hundred, even after the conclusion of the project.

Training sessions for secondary program personnel were held in conjunction with other meetings, thus lowering the cost of the training sessions.

Publications by the IMSSP were printed by the print shop on the campus of the State University College of New York at Oneonta at cost whenever college schedules permitted.

Costs of field research among junior high school migrant populations were kept to a minimum by traveling directly from one state to another and by scheduling student interviews to coicide with workshops and other training sessions.

To facilitate research and development of migrant secondary programs, the project agreed to write an extensive paper for ERIC/CRESS. This publication provides a thorough review of all of the issues involved in migrant secondary education. By preparing this report on a computer disk, the state of the art report was produced at substantial savings in time and money.

Extensive participation of migrant parents occurred in the IMSSP field analysis of

junior high programs to encourage high school graduation. Limited English or non-English speaking parents were included through the use of bilingual facilitators.

ECS (Education Commission of the States) in consultation with the IMSSP agreed to examine the changing graduation requirements among the states and to determine the impact of such changes upon the migrant population, and to project program responses to what certainly will be found to be increased obstacles for migrant secondary students.

The National PTA on the recommendation of the New York State Parent-Teacher Association adopted a resolution supporting migrant secondary programs. Adoption of the resolution was encouraged by the IMSSP which initiated the proposal and provided supportive information. The IMSSP also accepted an invitation from the New York State PTA to write an article for its magazine. This led to increased awareness of and sensitivity for the need for migrant secondary programs.

VI.

CONCLUSION

The IMSSP established ten objectives to be completed during the 1984-1985 funding cycle. All ten were accomplished. The results are reflected through publications, workshops, research, curricular development, record transfer, and most important, an ever-increasing number of secondary school migrant students tracking toward high school graduation.

BIBLIOGRAPHY

Bachman, J.G., S. Green and I.D. Wertanen. Youth in transition, Vol. III: Dropping out: Problem or symptom? Ann Arbor, Michigan: The University of Michigan, Institute for Social Research, Survey Research Center, 1971.

Bardelas, Roberto. A Manual of Secondary Education Programs for Migrant Students. Arlington, VA: ERIC Document Reproduction Service, 1981.

Burchinal, L.G. Rural youth in crisis: Facts, myths and social change. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Welfare Administration, 1963.

California State Department of Education. Office of Compensatory Education. Migrant Education. Secondary School Dropout Prevention Program: Diplomas for Migrant Students. Sacramento, CA: California State Department of Education, 1979.

Cameron, Ben. Comprehensive Summary: Study of the ESEA Title I Migrant Education Program. Research Triangle Park, NC: Center for Educational Research and Evaluation, Research Triangle Institute, 1981.

Children's Defense Fund of the Washington Research Project, Inc. Children out of school in America. Cambridge, Massachusetts: Children's Defense Fund of Washington Research Project, Inc., 1974.

Cox, J. Lamarr. Mobility Patterns of Children of Agricultural Workers. Research Triangle Park, NC: Research Triangle Institute, 1977.

Hinkle, Glenn E., Robert L. Tipton, and Terrence R. Tutchings, editors. Who Cares? Who Counts? A National Study of Migrant Students' Educational Needs, Final Report. Austin, TX: Ben Bolt-Palito Blanco Independent School District, 1979.

Lynch, Robert E. Motivating Migrant Secondary Students: "No One Can Stop You But Yourself." Austin, TX: National Educational Laboratory Publishers, Inc., 1980.

Nelken, Ira and Kathleen Gallo. Factors Influencing Migrant High School Students to Drop Out or Graduate from High School. Chico, CA: Ira Nelken & Associates, Inc., 1978.

Peng, Samuel S., High School Dropouts: A National Concern. Washington, D.C.: National Center for Education Statistics, 1985.

Porteus, Sandra. Migrant Child Welfare: A Review of the Literature and Legislation. Washington, D.C.: Department of Health, Education and Welfare, Office of Child Development, 1977.

Pyecha, John N. Revised Strategy for Evaluating the ESEA Title I Migrant Education Program on the National and State Level. Research Triangle Park, NC: Center for Research and Evaluation. Research Triangle Institute, 1981.

Rock, Donald A. et. al. Determinants of Achievement Gain in High School. Princeton, NJ: Educational Testing Service, 1985.

Schreiber, D. (Ed.), Profile of the school dropout. New York: Random House, 1967.

Sherraden, Michael W., School Dropouts in Perspective. Washington, D.C.: George Warren Brown School of Social Work, Washington University, 1985.

Statewide Youth Advocacy Project. Failing Students - Failing Schools. New York: New York Civil Liberties Union, 1978.

Takesian, S.A. A comparative study of the Mexican-American graduate and dropout. San Francsico, California: Rand Educational Research Associates, 1971.

U.S. Department of Agriculture, Economic Research Service. Hired Farmworkers: Background and Trends for the Eighties. Washington, D.C.: U.S. Government Printing Office, 1981.

U.S. Department of Health, Education, and Welfare, Office of Education. Positive Approaches to Dropout Prevention. Washington, D.C.: U.S. Government Printing Office, 1973.

Woltz, Dan and Greg Heilman. The Parlier Report: California High School Graduation Requirements Affecting Migrant Students. Hollister, CA: Cybernetics Learning Systems, 1977.